GOVERNMENT OF INDIA
HUMAN RESOURCE DEVELOPMENT
LOK SABHA

STARRED QUESTION NO:44
ANSWERED ON:06.02.2017
Quality of Education
Muddahanumegowda Shri S.P.;Singh Shri Sunil Kumar

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the Government is aware of the poor quality of primary and secondary education in the schools and if so, the details thereof;
(b) whether the Government has recently reviewed the enrolment of students especially in rural areas and if so, the details thereof;
(c) whether the number of students seeking admission in upper primary schools has declined in the recent past and if so, the details thereof, State/UT-wise; and
(d) the steps taken/proposed to be taken by the Government to improve the standard of primary and secondary education in the country including revamping of syllabus and evaluation system?

Answer

MINISTER OF HUMAN RESOURCE DEVELOPMENT
(SHRI PRAKASH JAVADEKAR)
(a) to (d): A statement is laid on the Table of the House.
STATEMENT REFERRED TO IN REPLY TO PARTS (a) to (d) OF LOK SABHA STARRED QUESTION NO. 44 ASKED BY SHRI S.P. MUDDAHANUME GOWDA AND SHRI SUNIL KUMAR SINGH TO BE ANSWERED ON 06.02.2017 REGARDING QUALITY OF EDUCATION.
(a): The National Council of Educational Research and Training (NCERT) conducts periodic national surveys of learning achievement of children in grade III, V and VIII and X. Four rounds of National Achievement Survey (NAS) have been conducted so far for grade V and three rounds for classes III & VIII. These reveal improvement in learning achievement levels of pupils, in identified subjects from first round to fourth round. Since only first round of NAS has been conducted at class X level, it is not possible to comment on the comparative learning achievement or decline of students of grade X. As per the UDISE Flash Statistics 2015-16, the pass percentage at secondary level in the year 2014-15 is 79.21%. From the current year onwards, the Government has decided to conduct annual National Achievement Surveys covering all students from classes 1-8 in all Government and Government aided schools. The students learning assessment will be according to the Learning Outcomes developed by NCERT for all subjects covering all classes in the elementary cycle.
(b) & (c): The Central Government reviews progress in schools education system through various indicators including enrolment of students in rural areas every year and the data for the same shared in public domain by National University of Educational Planning and Administration (NUEPA) through Unified District Information System For Education (U-DISE). As per U-DISE 2015-16 (Provisional), 17,33,95,834 students are enrolled at elementary and secondary schools in rural areas. Additionally, as per U-DISE 2015-16 (Provisional) the number of enrolment in upper primary schools has increased from 38567724 in the year 2012-13 to 38869512 in the year 2015-16. The State-wise details are at Annexure.
(d): Under SSA, the State Governments and UT Administrations are supported on several interventions to improve teaching standards, including regular in-service teachers' training, induction training for newly recruited teachers, training of all untrained teachers to acquire professional qualifications through Open Distance Learning (ODL) mode, recruitment of additional teachers for improving pupil-teacher ratios, academic support for teachers through block and cluster resource centres, continuous and comprehensive evaluation system to equip the teacher to measure pupil performance and provide remedial action wherever required, and teacher and school grants for development of appropriate teaching-learning materials, etc. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies statutory duties and responsibilities of teachers and lays down the minimum qualifications for a person to be eligible for appointment as a teacher in elementary schools. For the year 2016-17, 10% of SSA funds have been clearly earmarked under SSA for quality interventions.

Additionally, the Central Government through a centrally funded programme, Sarva Shiksha Abhiyan (SSA), supports States and UTs on early grade reading, writing & comprehension, and early Mathematics programmes through a subprogramme namely 'Padhe Bharat Badhe Bharat' (PBBB) in classes I and II. Further the Government has launched Rashtriya Aavishkar Abhiyan (RAA) programme on 09.07.2015, inter alia, as a sub-component of Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), to motivate and engage children of the age group from 6-18 years in Science, Mathematics and Technology through observation, experimentation, inference drawing, model building, etc. both through inside and outside classroom activities.

The National Curriculum Framework (NCF), 2005 developed by the NCERT provides the broad framework for school curriculum development. As per Section 29 of Right to Free and Compulsory Education Act, 2009 the State Academic Authority is responsible for designing the curriculum and evaluation framework. All States/UT's have either adopted textbooks developed by the NCERT or revised their textbooks in accordance with the provisions of NCF. Since Government of India has not revised the NCF 2005 no state has also revised their curriculum

As a follow up of the NCF-2005, some changes have been brought out in the primary education curriculum viz. space is created for day-to-day experiences of the child; emphasis is made on moving beyond textbooks and shifting away from rote learning; adequate space is given for children's voices' in the classroom; and pedagogy is learner-centred.

In order to provide quality education to students at the secondary level, various interventions are funded under the RMSA, a Centrally Sponsored Scheme. These include provision for : (i) additional teachers to improve Pupil Teacher Ratio, (ii) induction and in-service training for Principals, Teachers , Master Trainers and Key Resource Persons, (iii) Maths and Science kits, (iv) Lab equipments, (v) Special teaching for learning enhancement, (vi) ICT facilities in schools, (vii) introduction of vocational education component at the secondary level.

Further, for improving the quality of school education, the School Standards & Evaluation framework, known as 'Shaala Siddhi' has been developed by NUEPA, to enable schools to evaluate their performance in a more focused and strategic manner and to facilitate them to make professional judgments for improvement.

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